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ABSTRACT

Lessons are presented on Mandarin Chinese concerning how to convert from the Yale romanization system to the Wade-Giles romanization system. The Yale system is the one most widely studied in the United States. Since biographical and geographical names in newspapers, magazines, books, and maps are still spelled out in the Wade-Giles romanization system, it is useful for students using the Yale system to have some knowledge of the other method. Problems of conversion from one system to the other lie in the 12 initials and 22 finals that are spelled differently. These problems are discussed in the 16 lessons with exercises. (NCR)

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CHINESE - MANDARIN

Wade-Giles Romanization Drills

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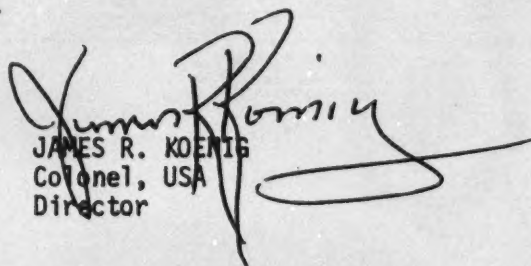
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WADE-GILES ROMANIZATION DRILLS

INTRODUCTION

There have been scores of different Chinese romanization systems at various times since 1605 A.D. when Matteo Ricci, an Italian Jesuit missionary, published his first book using romanization along with Chinese characters. There are still at least four romanization systems in current use. The Army Language School and some other educational institutions, notably the Navy Language School, Yale and Cornell Universities, have been using the Yale romanization system, which has been modified from a system devised by the War Department during World War II, because it is the closest to the English language in spelling and pronunciation. The other three are the Wade-Giles, the national romanization and the Chinese Communist latinization systems. Since biographical and geographical names in newspapers, magazines, books and maps are still spelled out in the Wade-Giles romanization system and the postal modification of it, it has been found necessary for students using the Yale system to have some knowledge of the Wade-Giles system too. Having learned one system, it is quite easy to convert to the other.

Of the twenty-one (21) initials and thirty-five (35) finals used in the four hundred some Chinese-Mandarin sounds, nine (9) initials and fourteen (14) finals are spelled exactly the same in both Yale and Wade-Giles systems. Problems of conversion from one system to the other lie in the twelve (12) initials and twenty-two (22) finals which are spelled differently. These problems have been divided into sixteen (16) lessons, each of which tackles only a few. It is believed that by this systematic study of conversion from Yale to Wade-Giles, students will learn the latter in a matter of hours with no difficulty at all.

In giving these drills, it is suggested that the instructor does not utter all the sounds in the same tone, but change from one tone to the other from time to time. In doing so, the monotony, in the real sense of the word, will be broken and the result will sound more natural, as well as giving students the opportunity to romanize Chinese sounds in the four tones.

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- Lesson 1: Exercise on
a. Nine initials spelled the same in both systems: f, h, l, m, n, s, sh, w, y
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c. Four finals spelled the same: a, ai, an, ang
d. One final spelled differently: au
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Lesson 1

1. This exercise covers fifteen initials and five finals. Nine of the former and four of the latter are spelled exactly the same in both systems:

INITIALS			FINALS		
Same	Different		Same	Different	
	Yale	W-G		Yale	W-G
f	b	p	a	au	ao
h	d	t	ai		
l	g	k	an*		
m	p	p'	ang		
n	t	t'			
s	k	k'			
sh			*Except in <u>yan</u> (Y) and <u>yen</u> (W-G)		
w					
y					

2. All the Chinese sounds which are composed of these fifteen initials and five finals are listed below in Yale romanization. Write down the W-G equivalents:

a	ai	an	ang	au
ba	bai	ban	bang	bau
da	dai	dan	dang	dau
fa	---	fan	fang	---
ga	gai	gan	gang	gau
ha	hai	han	hang	hau
ka	kai	kan	kang	kau
la	lai	lan	lang	lau
ma	mai	man	mang	mau
na	nai	nan	nang	nau
pa	pai	pan	pang	pau
sa	sai	san	sang	sau
sha	shai	shan	shang	shau
ta	tai	tan	tang	tau
wa	wai	wan	wang	---
ya	yai	yan	yang	yau

3. The instructor will utter these sounds and ask students to write them down in both systems.

Lesson 2

1. In this lesson we are to work on two initials and four finals, all of which are spelled differently in these two systems:

INITIALS Yale W-G

oh ch'
j ch

FINAL S* Yale Wade-Giles With Without Initials Initials

wa	-ua	wa
wai	-uai	wai
wan	-uan	wan
wang	-uang	wang

*Note that in the Yale system, one spelling is used for these finals no matter whether they appear as finals or as complete words; while in the W-G system, finals, when appearing as complete words, are spelled differently.

2. All the Chinese sounds which are composed of these two initials and four finals are listed below in Yale romanization. Write down the W-G equivalents.

chwa
jwa

chwai
jwai

chwan
jwan

chwang
jwang

3. Write down the W-G equivalents of all the Chinese sounds composed of the initials introduced in the previous lesson and the finals introduced in this lesson:

gwa
hwa
kwa

shwa

gwai
hwai
kwai

shwai

dwan
gwan
hwan
kwan
lwan
nwan
shwan
swan
twan

gwang
hwang
kwang

shwang

4. Write down the W-G equivalents of all the Chinese sounds composed of the finals introduced in the previous lesson and the initials introduced in this lesson:

cha	chai	chan	chang	chau
ja	jai	jan	jang	jau

5. The instructor will utter all the sounds in paragraphs 2, 3 and 4 and ask students to write them down in both systems.

Lesson 3

1. Introducing initial sy and finals ya, yan, yang and yau:

INITIAL
Yale W-G

<u>Yale</u>	<u>F I N A L S*</u>	
	<u>Wade-Giles</u>	
	<u>With</u> <u>Initials</u>	<u>Without</u> <u>Initials</u>

sy* hs

ya	-ia	ya
yan	-ien	yen
yang	-iang	yang
yau	-iao	yao

*See note in paragraph 1, Lesson 2

2. All the Chinese sounds which are composed of this initial and these finals are listed below in Yale romanization. Write down the W-G equivalents.

sya

syau

syang

syau

3. Write down the W-G equivalents of all the Chinese sounds composed of the initials introduced in previous lessons and the finals introduced in this lesson:

chya

jya
lya

byan
chyan
dyan
jyan
lyan
myan
nyan
pyan
tyan

chyang

jyang
lyang

nyang

byau
chyau
dyau
jyau
lyau
myau
nyau
pyau
tyau

4. The instructor will utter all the sounds in paragraphs 2 and 3 and ask students to write them down in both systems.

* It is to be reminded here that when sy appears before the y- final group, one y is omitted; thus, sya, although it is really the combination of sy initial and ya final.

Lesson 4 Review

1. The following sounds are selected from Lesson 1. The spellings in W-G are different from those in Yale. Write down the W-G equivalents:

--	---	---	----	au
ba	bai	ban	bang	bau
da	dai	dan	dang	dau
ga	gai	gan	gang	gau
--	---	---	----	hau
ka	kai	kan	kang	kau
--	---	---	----	lau
--	---	---	----	mau
--	---	---	----	nau
pa	pai	pan	pang	pau
--	---	---	----	sau
--	---	---	----	shau
ta	---	---	----	tau
--	---	yan	----	yau

2. The instructor will utter the above sounds and ask students to write them down in both systems on the back of this sheet.
3. The instructor will select from Lessons 2 and 3 all the sounds which have been more confusing to students and ask them to romanize in both systems on the back of this sheet.
4. Students will write down the W-G equivalents for the following terms or phrases:

- | | |
|------------------|-----------------|
| 1. tā bugāu | 2. báityan |
| 2. bēnyán | 4. yàupù |
| 5. chwānpýàu | 6. syǎngjyā |
| 7. dyàngwāng | 8. lyángkwai |
| 9. jyàchyan | 10. bānjyā |
| 11. syànjǎng | 12. dàchyántyān |
| 13. jyǎngyǎn | 14. lāngmáng |
| 15. chwánjǎng | 16. chyānwàn |
| 17. dǎkái | 18. jēulyáng |
| 19. syǎu jyātíng | 20. nyángjyā |

Lesson 4 Review (Cont'd)

4. (Cont'd)

21. syàtyān

23. syànchyan

25. bǔsyān

27. bāntyān

29. fàngsya

31. jwāngshang

33. kǎumyānbāu

35. pyāulyang

37. kǎi wānsyāu

39. shwā yá

22. dà chwán

24. gāngg'āng

26. dàgài

28. dǎjàng

30. tyāntáng

32. fāntīng

34. jyāngdāu

36. syāhwāile

38. pōngjyan

40. jyānchá

Lesson 5

1. Exercise on initials dz and ts , and finals e, ei and wei:

INITIALS
Yale W-G

<u>INITIALS</u>		<u>FINALS</u>	
<u>Yale</u>	<u>W-G</u>	<u>Yale</u>	<u>W-G</u>
		With	Without
		<u>Initials</u>	<u>Initials</u>
dz* ts	e	-o, -e	o, e**
ts ts'	ei	-ei	ei
	wei	-ui, -uei***	wei

** In W-G o and e as complete words are interchangeable. As finals, they are interchangeable only in the three sounds ko, ho and k'o which can also be spelled ke, he and k'e. In Yale e is always e whether as a final or a complete word.

*** While the final wei in Yale is spelled the same in all sounds using it, its equivalent in W-G is spelled -uei in kuei and k'uei and -ui in all other sounds using it.

2. Write down the W-G equivalents:

a. Sounds with initials dz and ts:

dze	dzei	dzwei
tse		tawei

b. Sounds with other initials learned in previous lessons:

che	bei	chwei
de	dai	dwei
e	fei	gwei
ge	gei	hwei
he	hei	jwei
je	jei	kwei
ke	lei	shwei
le	mei	swei
ne	nei	twei
se	pei	
she	sei	
te	shei	
	wei	

c. Initials dz and ts combined with other finals learned in previous lessons:

dza	dzaɪ	dzan	dzang	dzau	dzwan
tza	tzaɪ	tsan	tsang	tsau	tswan

* It is to be reminded here that when dz appears before the z- final group, one z is omitted: thus, dz, although it is really the combination of dz initial and z final.

3. The instructor will utter these sounds and ask students to write them down in both systems, changing tones from time to time.
4. Review all the sounds in paragraph 2, Lesson 3, asking students to write them down in both systems.

Lesson 6

1. Exercise on initial r and finals en and eng:

<u>INITIALS</u>		<u>FINALS*</u>		
<u>Yale</u>	<u>W-G</u>	<u>Yale</u>	<u>W-G</u>	
		With <u>initials</u>		Without <u>initials</u>
<u>r</u>	<u>j</u>	<u>en</u>	<u>-en</u>	<u>en</u>
		<u>eng</u>	<u>-eng</u>	<u>eng</u>

* Note these two finals are spelled exactly the same in both systems, with or without initials.

2. Write down the W-G equivalents:

a. Combinations of the above initial and finals:

ren reng

b. The above finals combined with other initials learned in previous lessons:

ben	beng
chen	cheng
dzen	deng
en	dzeng
fen	eng
gen	feng
hen	geng
jen	heng
ken	jeng
men	keng
nen	leng
pen	meng
sen	neng
shen	peng
tsen	seng
wen	sheng
	teng
	tseng
	weng

c. The above initial combined with other finals learned in previous lessons:

ran rang rau rwan rwei re

3. Exercise on the er sound:

a. Er as a complete word:

<u>Yale</u>	<u>W-G</u>
er	erh

- b. As a diminutive suffix, the Yale romanization system uses the pronunciation approach and the W-G romanization system uses the character approach. The former spells out the word according to how it is pronounced in actual speech while the latter spells out each character which forms the word. Thus:

<u>Yale</u>	<u>W-G</u>
jər	chə-erh
nər	nà-erh
kōudar	k'ōu-tái-erh
dyànyīng	tién-yīng-erh
nər	nǎ-erh
yídyǎr	ì-tiēn-erh
yíhwǎr	ì-huǐ-erh
yíkwǎr	ì-k'uài-erh
wər	wěi-erh

Note that the diminutive suffix er of the Yale system is spelled as r in actual usage, although the pronunciation still remains the same. When a syllable ends with n, ai or ei, the n or i is dropped before r is added in order to represent the true pronunciation of that syllable.

4. The instructor will read out aloud all the sounds in paragraphs 2 and 3 above and ask students to write them down in both systems.
5. Review all the sounds in paragraph 2, Lesson 5 by asking students to write them down in both systems.

Lesson 7

1. Exercise on finals i, in and ing:

Yale

With Initials	Without Initials
------------------	---------------------

-i	yi
-in	yin
-ing	ying

W-G

With Initials	Without Initials
------------------	---------------------

-i	i
-in	yin
-ing	ying

Finals in the Yale system are generally spelled the same whether they occur as complete words or as finals. These three are exceptions to the rule.

2. Write down the W-G equivalents:

bi
chi
di
ji
li
mi
ni
pi
syi
ti
yi

bin
chin
jin
lin
min
nin
pin
syin
yin

bing
ching
ding
jing
ling
ming
ning
ping
syng
ting
ying

3. The instructor will utter these sounds and ask students to write them down in both systems on the back of this sheet.
4. Review all the sounds introduced in the previous lesson by asking students to write them down in both systems.

Lesson 8

Review

Write down the W-G equivalents for the following terms or phrases:

- | | |
|----------------|-------------------|
| 1. dāngrán | 2. syígwán |
| 3. chí míngdā | 4. rénkǒu |
| 5. dzwèirén | 6. syíngkwǐ |
| 7. dyànyíng | 8. chíngsyíng |
| 9. jǐngohá | 10. chènshān |
| 11. tsàidān | 12. jì syín |
| 13. twǐkai | 14. ǎndyǎn |
| 15. jyǎugēi tǎ | 16. yákǎ |
| 17. dwèibuchǐ | 18. hwéijyǎ |
| 19. shwèijyǎu | 20. syǎngsya |
| 21. dzǎugǎu | 22. rēnau |
| 23. syǐnsyan | 24. yǎnjíng(r) |
| 25. dyǎnmíng | 26. bǐyǐshang |
| 27. chíngjīng | 28. dōng gwǎnggàn |
| 29. jǐohi | 29. pyǎulyang |
| 31. tsǎudi | 32. dǐyǐtséng |
| 33. jǐnbyǎu | 34. chíhǎjǎn |
| 35. dzēm(ma) | 36. shěngchǎn |
| 37. jèngdzai | 38. yǐjīng |
| 39. syǐnwan | 40. tánhwà |

Lesson 9

1. Exercise on finals ou and you:

<u>Yale</u>	<u>W-G</u>	
	<u>With</u> <u>Initials</u>	<u>Without</u> <u>Initials</u>
ou	-ou	ou
you	-iu	yu

2 . Write down the W-G equivalents:

chou	chyou
dou	dyou
dzou	jyou
fou	lyou
gou	myou
hou	nyou
jou	syou
kou	you
lou	
mou	
nou	
ou	
pou	
rou	
sou	
shou	
tou	
tsou	

3 . The instructor will read out aloud the above sounds and ask students to write them down in both systems.

Lesson 10

1. Exercise on u, un and ung finals:

<u>Yale</u>	
With <u>Initials</u>	Without <u>Initials</u>
-u	wu
-un	
-ung	

<u>W-G</u>	
With <u>Initials</u>	Without <u>Initials</u>
-u	wu
-un	
-ung	

2. Write down the W-G equivalents:

bu	chwun	chung
chu	chwun	dung
du	dswun	dzung
dsu	gwan	gung
fu	hwun	hung
gu	jwan	jung
hu	kwan	kung
ju	lwun	lung
ku	mwun	mung
lu	rwun	rung
mu	shwan	sung
nu	swun	tsung
pu	tswun	tung
ru	twun	
shu		
tsu		
su		
tu		
wu		

3. The instructor will read out aloud the above sounds and students will write them down in both systems.

Lesson 11

1. Exercise on wo and ye finals:

<u>Yale</u>	<u>Wade-Giles</u>	
	<u>With</u> <u>Initials</u>	<u>Without</u> <u>Initials</u>
wo	-o	wo
	-uo*	
ye	-ieh	yeh

* When preceded by h, k, k' and sh

2. Write down the W-G equivalents:

bwo	bye
chwo	chye
dwo	dye
dswo	jye
fwo	lye
gwo	mye
hwo	nye
jwo	pye
kwo	sye
lwo	tye
mwo	ye
nwo	
pwō	
rwō	
shwo	
swo	
tswo	
two	
wo	

3. The instructor will read out aloud the above sounds and ask students to write them down in both systems.

Lesson 12 Review

1. Write down the W-G equivalents for the following terms or phrases:

- | | |
|----------------------|----------------------|
| 1. chōu yān | 2. tèbyé-kwáichō |
| 3. búlwàn | 4. chyóu rén |
| 5. dwōbār | 6. gù sānlwír |
| 7. hāuchu | 8. dzōubudòng |
| 9. hwōji | 10. hángkūngyóupyàn |
| 11. dzūngjyàu | 12. gwò jyé |
| 13. kánje syàng | 14. hén jwǎn |
| 15. hén kwùn | 16. syèsye |
| 17. yāuchyóu | 18. lyángtawùn cháng |
| 19. swéirán | 20. shōujyòu |
| 21. bwōli píāu | 22. chyōutyan |
| 23. diyiyè | 24. dzài shwō |
| 25. ērdwo | 26. gwòjùng |
| 27. hángkūngkwáisyin | 28. dzúchyóu |
| 29. júyi | 30. hāushwōhwà |
| 31. jyāuhwèi | 32. dzwòshúle |
| 33. hwōbulyāu | 34. tyēlù |
| 35. chyēkai | 36. myēhwō |
| 37. lyóu tyáur | 38. rúngyi |
| 39. Jūnggwo | 40. rēlyè |

Lesson 13

1. Exercise on finals r and z:

Yale

r
z

Wade-Giles with Without Initials Initials

-ih jih
-u* ---

*This is a peculiar final which, when used, changes the spelling of the initial preceding it.

2. a. Write down the W-G equivalents:

chr
jr
r
shr

b.

Yale

dz
sz
tss

W-G*

tsu
ssu, ssu
ts'u

* As it has been mentioned in Note of paragraph 1, W-G spellings are given here for the sake of clarity.

3. The instructor will read out aloud the above sounds and ask students to write them down in both systems.

Lesson 14

1. Exercise on finals yu, yun and yung:

Yale

yu
yun
yung

Wade-Giles

With	Without
<u>Initials</u>	<u>Initials</u>

-ti	yti
-tin	ytin
-iung	yung

2. Write down the W-G equivalents:

chyu
jyu
lyu
nyu
syu
yu

chyun
jyun
syun
yun

chyung
jyung
syung
yung

3. The instructor will read out aloud the above sounds and ask students to write them down in both systems.

Lesson 15

1. Exercise on finals ywan and ywe :

Yale

ywan
ywe

Wade-Giles

<u>With</u> <u>Initials</u>	<u>Without</u> <u>Initials</u>
--------------------------------	-----------------------------------

-tlan	ytlan
-tsh	ytsh

2. Write down the W-G equivalents:

chywan
jywan
sywan
ywan

chywe
jywe
lywe
nywe
sywe
ywe

3. The instructor will read out aloud the above sounds and ask students to write them down in both systems.

Lesson 16
Grand Review

1. Write down the W-G equivalents for the following terms or phrases:

- | | |
|--------------|--------------|
| 1. jfshr | 2. řdz |
| 3. s̄tes | 4. sywésyàu |
| 5. chyúngrén | 6. Shífywè |
| 7. chywángwó | 8. jyāugei |
| 9. ywànds | 10. jywéding |

2. Write down the W-G equivalents for the following sentences:

1. Táng jyàu háids dōu gēi ohfle.

2. Nǐ gēn pángyou chyù ne, shr dàjǐ yige rén chyù?

3. Nèige rén dsǔjrle yige lyúsyíngtwán. Tā dsǔjr yíchyán, syān wén wo tsānjyā butsānjyā.

4. Lyóu Syānsheng shr sywé jèngjǐ jīngjǐ de.

5. Pùdzalide hwǒji tèbyé héchl.

6. Nyàn wényánde shū nǐ dǒi chá dādyān.

7. Tā hái syǎng sywé Rbēn hwà.

8. Pyāufángz dsài jèibyar.

2. (Cont'd)

9. Jèijung yān, wǒ busyhwan.

10. Tā syǎle yítax.